

TAGG Overview

Transition Assessment and Goal Generator

TAGG development supported by a grant from the U. S. Dept. of Education, Institute of Education Sciences, National Center for Special Education Research and funds provided by the OU Zarrow Center

Purpose and Intended Users

The TAGG provides IEP teams a useful means to meet IDEA's requirement to use transition assessments to develop annual transition goals. The TAGG professional, student, and family versions identify students' strengths and needs, then provides annual transition goals IEP matched to Common Core standards IEP teams may use for transition planning. The TAGG items derive from published research identifying specific nonacademic behaviors associated with post high school education and employment of former secondary-aged students with mild to moderate disabilities. The Constructs are listed and described below.

TAGG Constructs

Strengths and Limitations. Successful students express personal areas of mastery and limited ability. Students are able to describe personal strengths and limitations, but may not use correct terminology. Students know how the strengths and limitations affect him or her, and identify situations in which successes and failures may occur.

Disability Awareness. Successful individuals know they have a disability and can express needs to others in a non-stigmatizing manner. Individuals demonstrate knowledge of the disability and can express positive and negative aspects. They express information such as how the disability affects life and what supports are needed and legally allowed to compensate in various situations. The student needs to be able to place the disability within the context of his or her life and is not defined by the disability.

Persistence. Persistent students have a belief in their own ability to overcome adversity. Indications of persistence may include spending ample time or effort to reach a goal. The student may also modify strategies as needed to stay on a task. The student accepts failure as an opportunity to learn to succeed.

Interacting with others. Successful individuals effectively interact with family, friends, classmates, educators, and other adults while participating in school organizations or in community social organizations.

Goal Settings and Attainment. Goal-oriented students have set and attained goals in the past and can plan to set and attain goals now and in the future. Students who are successful reaching postsecondary goals define realistic goals that match interests and skills. They are able to break long-term goals into manageable steps, continuously monitor their progress, problem-solve by using supports, and adjust goals as needed based upon feedback. Goal-oriented students tend to prioritize and complete smaller goals or steps in a logical order to achieve a larger goal.

Employment. Students who have had a paid job during high school, including in the summer or on weekends, have a greater likelihood of post-school success. Beneficial student behaviors include expressing a desire or need for a job, especially one matching interests and abilities.

Student Involvement in the IEP. Students who are involved in their IEP meeting actively participate in or lead transition IEP meetings and are able to discuss their level of performance and academic plan in relation to their post-school goals.

Support Community. Students with disabilities who have a support group tend to experience more post-school success. Support individuals consist of persons who have a positive influence on the student by providing realistic expectations, modeling appropriate behaviors and strategies to strengthen skills, and assisting the student in setting and modifying goals. Successful students can identify, in a variety of situations, individuals who are a positive source of support and those who are not positive sources of support. Successful students appropriately create, maintain, and utilize a positive support system by identifying when support is necessary, what type of support is needed, and seek individuals both inside and outside their current support system for the needed support.

Three TAGG versions

TAGG versions exist: (1) professional version, (2) student version, and (3) family version. Annual transition goals can be generated using the scores from only one version of the assessment. Completing two or more versions allows the IEP team to note differences in the student's behavior in school and in the home or across other settings. Additionally, including the student version as part of a transition assessment promotes the student voice, which increases student engagement in the transition planning process.

Characteristics of the TAGG

- Designed for use students with mild to moderate disabilities who plan to someday become competitively employed
- Requires approximately 20 minutes to complete
- Each version includes 34 items representing behaviors associated with postsecondary employment and education
- Includes score report, written statement of current performance levels, strengths and needs, and suggested goals to be included in the IEP.
- Developed following the *Standards for Educational and Psychological Testing* (1999) endorsed by the American Educational Research Association, American Psychological Association, and National Council on Measurement in Education
- Designed to assess student performance in non-academic areas associated with positive postsecondary outcomes
- Standardized on 691 high school students with disabilities, their educators and family members across the United States
- Internal consistency, factor analysis, and test-retest reliability reported
- Validity evidence based on content, response processes, internal structure, and relations to other variables are included in the technical manual
- *Transitional Assessment and Goal Generator Technical Manual* (2013) can be used to clarify instructions and improve communication of scores to the IEP team

Use of the TAGG

The TAGG is designed to help educators identify non-academic behaviors associated with postsecondary employment and education. The TAGG:

- Promotes the voice of the family and student in the development of the IEP
- Identifies non-academic strengths
- Pinpoints non-academic behaviors the student has not mastered
- Extends summary of current performance levels beyond academics, and
- Develops goals designed to address the students' needs